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The business department of THE JOURNAL is on page 510.

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FEW days in the year pass without a visit from some man or woman who has done a work that in some or in many ways possesses remarkable features. Now it is from the South where there exists a spirit of cautious enterprise, but it is enterprise all the same.

Then one comes from the boundless West, alert and sanguine, none the less alert and sanguine, but more respectful after he has surveyed the schools of the East. Representatives from New England are visitors, too, and they are a class by themselves; the old transcendental spirit marks them; there is more than the learning of lessons in their ideal of education; it is plainly Emersonian in its character. The great Empire state and the adjoining state of New Jersey, furnish frequent visitors; the latter has attained an educational rank that is not always understood by those at a distance. Visitors are always welcome; there are few but come to greet the editors with earnest words of encouragement. While it may seem to acknowledge a too great love of praise, we will confess it is pleasant to be told that, "THE JOURNAL has no nonsense in it." "Every word in it is precious." "How original in every part." "I have steadily read it, and thought at times you went too fast; I have afterwards seen it was I that was too slow." "I have to thank THE JOURNAL for many, many inspirations." Some of the best things that appear in these pages have been taken from the lips of visitors; they have imparted some new statement of an old truth; they have told of some limitation of some principle; they have sharply criticised some statement; they have illustrated some method; they have proposed some development of an idea; they have pointed out steps of progress.

The educators of the South are certainly making extraordinary efforts to put their schools into the best condition possible. Letters containing subscriptions come in steadily, and usually there is some statement that shows why the subscription is made. It is about like this: "We want to know the underlying principles of education, and we find it in your papers." Very many teachers at the South are graduates of the Southern colleges; they have trained minds and they note the extraordinary educational activity at the North and West, and find the cause is a better comprehension of educational principles. They next look around to see where such principles are discussed, and their trained judgments enable them to see that such discussions are found in these pages. The effort has been made, year after year, to present educational truth in its clearest form. At first the teacher would have none of it; the ordinary educational journal was composed of es-

says, which were the regulation teacher's diet twenty years ago—yes, and even now. But it was felt that the day had come for pitching them into the waste basket; the effort has been to get truth that had some relation to school-room work.

There is an apparent movement towards "science teaching," especially in the primary schools. Here, as in "physical culture," there is an indistinctness in the mind of the principal who is pressing it on the assistant. At a teachers' meeting the principal had talked of the need of "science teaching," and that it was being taken up by many schools. An assistant asked, "What is meant by science teaching?" "Why, plants and animals." "But we do give some lessons in botany and zoology." "Yes; but science teaching means more."

It was evident that this principal's ideas were somewhat hazy, but there is a world of meaning in the expression that science teaching means more than the old plant and animal lessons that the child forgot as soon as he was allowed to.

The child begins in a few months after he is born to creep on the bosom of his mother earth; he picks up the stones, the plants, and the bugs, and on his own account attempts researches into their nature. These are the first "science lessons." There is now perceived a need that these should be continued.

One must remark who meets with many teachers how little consistency there is in their ideas; how few have related them into any systematic form. Passing from school-room to school-room with a superintendent he would show how the reading, for example, was taught and explain the plan; so in arithmetic. There was considerable apparatus, superintendent, principals, assistants, good school buildings, a board of education, but what should be the aim? Should it be reading? Certainly not. Should it be numbers? Certainly not. Should it be geography? Certainly not. And yet one felt that these were the very ends aimed at by that school apparatus. So Pestalozzi undoubtedly felt when he studied the schools of Switzerland one hundred years ago; after reflecting he "turned the educational car of Europe around." If our superintendents would do this—but they do not feel it needs to be turned around.

The demands of the business that has accumulated during eighteen years of labor for an advance movement in education, has necessitated the looking about by the publishers for roomier quarters, at an early date. After much thought, and after taking much counsel with other publishers, it was decided best to erect a new building, rather than modify an old one. A point has been selected one block north of the present location, on Ninth street, near Broadway. Here permanent quarters are to be erected for the publication of THE SCHOOL JOURNAL, THE TEACHERS' INSTITUTE, THE PROFESSIONAL TEACHER, OUR TIMES and TREASURE TROVE.

Better Teaching Demanded.

A resolution was introduced into the board of education of New York City, by Com. Crosby, asking for the appointment of a special committee to inquire and report in what way the course of studies in the public schools of this city may be improved and changed so as to secure to the children a better knowledge of the English branches, and to fix the responsibility for deficiency in these branches; also to inquire whether the principals of the schools might not have more power in apportioning the time devoted to the teaching of the various subjects of study.

The *Sun* comments very vigorously on the results of present methods:

"Out of the twenty-five hours a week supposed to be devoted to study in the public schools perhaps two hours are consumed in preliminary exercises. In the remaining twenty-three hours the pupils are compelled to study sixteen different subjects, upon each one of which from fifteen to twenty-five minutes a day only can be expended. Yet seven-eighths of these boys and girls must leave the schools between the ages of twelve and fifteen in order to earn their living. They want simple and thorough instruction so far as they go; but they are compelled to get into a machine which is contrived and adjusted with reference to turning out material for a graduated course which it is impossible for them to pursue, and the results of pursuing which are proved to be bad even in the case of the few who pass through it."

"The vice of the whole system is that it undertakes to do too much and violates the principle which alone justifies the school tax. The only education for which all the people can in justice be required to pay is the education which is requisite for all the children in order to fit them for citizenship, which they can all receive and pursue. That instruction, obviously, is simply elementary—reading, writing, arithmetic, geography, and American history. During the limited period of time, the few years which the children, on an average, can spend at school, there is no chance to give them anything approaching thorough instruction in other branches. If they could remain twice as long as they do, they would profit best by continuing the restriction, for the rudimentary branches of study are the most important, and the more completely they are mastered the better it is for youth, both morally and intellectually. The most serious defect of all education is weakness in these fundamental and elementary departments."

The *Sun* is an uncommonly able paper, but it is not on solid ground here. (1) If the pupils had lessons only in reading, writing, arithmetic, geography, and American history, would much better educational results be attained? (2) In reality are there "other branches"? (3) Is the defect in the course of study? (4) Is too much attempted? The question to be asked about school children is not, Do they get the most they can of arithmetic, etc.? but that larger one, Are they better *fitted for life*? The *Sun* well puts this, "fitted for citizenship." This is the test of all public schools. Now to attain this fitness shall they be kept to reciting lessons on numbers, on reading, on writing (penmanship), on geography, on American history? It has been found that narrow teaching of these subjects is the worst fault of all schools; the young human being is not a memorizing machine. There is not a merchant in this town but would rather his son should come out of the school with some settled ways of thinking, with alertness of mind, with some power to apply himself to reading and study, with some comprehension of himself and his surroundings, even if he were hazy as to the latitude of Montevideo, and placed the administration of John Quincy Adams before that of James Monroe.

In other words, the great question of how to improve the public schools of this city or any city, is one and the same—it is a question of *teaching*, primarily; only secondarily does the course of study come up. It is in the schools as in the office of the *Sun*; the proprietors of that paper have made it what it is by obtaining the ablest thinkers to work upon it. So must the schools do. Hence, the city has done well to found a college to give women a comprehension of right teaching in of the schools. This is, however, but a beginning.

The complaint of the *Sun* has undoubtedly "foundation;" the vice of the whole system is that in what it has undertaken to do, it has not done as the *Sun* has. The men and women in the school-room are not the ablest to be found; and there is no attempt in this city to

get the ablest. Who ever heard of an able teacher in Albany, Boston, or Philadelphia being got here by the offer of a fine salary?

Then, again, the teaching (here and in all cities) is too much now of the kind asked for by the *Sun*—that is, it aims too much at imparting merely a knowledge of geography, American history, figures, and reading and writing. All the subjects of study really come into eight great lines—People, Earth, Things, Self, Ethics, Doing, Number, Language,—the last three being forms of expression. To fit the pupil *to live*, he must take the whole circle; it will not do to narrow these to a little of People, of Earth, of Number, and of Language; the schools have been there once; education does not go backwards.

Behind the whole is a misconception that has come from the past that teaching is a kind of business that may be done by persons of small caliber and with no comprehension of the child and the life he is preparing for; only asking that he know a little more than the pupil of reading, writing, arithmetic, and geography. The place to begin is to join the teachers into clubs or associations for a profounder study of education. This the board of education should comprehend and encourage; much of its mission lies in doing this very thing.

Art Education in Public Schools.

By K. E. SHATTUCK, Pratt Institute, Brooklyn, N. Y.

What do we mean by art education in the public schools? There seems to be various conceptions of this subject, if we may judge by results and the expression of individuals. Some advise the study because of its use in industrial purposes, and evidently believe in it from a commercial standpoint, thus measuring its success by prospective dollars and cents. Others believe that it has educational value, and is one means of mental development, thereby making it minister to the intellect wholly. Still others believe that it gives added enjoyment, thus ministering to the pleasure sense of the individual.

And again there are those who associate it with all that is truly noble and spiritual in the character of mankind. They feel that its study should make better men and women, because it leads them in the direction of the true, the good, the beautiful, and only the finest chord of harmony is struck when these principles characterize the whole nature.

When we come in contact with a person who expresses in his life and work the tender reverence for his art, we feel that we are in the presence of one who has become spiritualized and lifted into a higher atmosphere. From him emanates a charity and kindness for all, because he has become imbued with the love of art for art's sake, and as he is a true artist, it has helped to make him loving, helpful, and humble. Can we meet such a person and not feel his influence? More than all he expresses in sculpture, painting, music, or literature, is in the soul itself.

If art does this for a few, and facts prove the statement, can we not reach the children and teach them something of its strength, beauty, and spirituality? But we must first be possessed of it ourselves before we can help the children. We can study the child nature in the spirit of love, and find out what the children's needs are. We can have teachable minds, a sympathetic heart, and loving fidelity in our work; then we are ready to receive the truth and it will gradually disclose its beautiful self to us. Not in a moment, for art is always withholding, although always giving.

In yielding ourselves to its gracious influence, we may not hope for complete achievement. That can never come, for the ideal always eludes, although ever beckons on—but isn't there a satisfaction in the conscious purpose of struggle toward the true, the good, the beautiful, either in character or expression? It must rightfully bring into play all the powers of body and mind and in a healthful, happy condition, for art means harmony and unity.

If we have the teachable spirit, we can find much to help us. The ages are rich with material. We can study the history of nations, and observe how closely allied to the life is the art of the people. It is the peoples' "thought expression." We can study the great masters of expression in painting, sculpture, music, and literature, for it is only by expression that we can become acquainted with great thoughts of great men.

The object of art education in the public schools is not to make artists, although nothing should be taught that would lay a stumbling block in this direction. Much can be done in cultivating the art instinct; learning to discriminate between the good and bad, whether in sketch, picture, house decoration, music, literature. The art principle is identical in those different directions and the study of one helps the study of another.

The teacher who is content merely to prepare the lesson in drawing, looking it over to see how little may be done, in the place of how much may be taught, will never lead her pupils to comprehend the art spirit. They will only grovel in a few of the technicalities, leaving an impression on the child's mind that drawing is stupid and uninteresting. For those, there can only be a feeling of pity, not condemnation. It means irreparable loss in some of the best things that life can give.

There are other teachers who are most conscientious in their work, longing to put more of life into it, and yet not knowing just what to do. Would that the voice of kindly help might reach them, and encourage them in their fidelity, for to such the outlook is hopeful.

The teacher should find the relation of art study to her environment. The question may suggest itself,—Has it anything to do with the every-day, practical life? It will not take much thought to discover that it is a most important factor in our present state of civilization, and a necessity. If we look about us in our own homes, and notice the comforts as well as the necessities, giving a thought also to the ships of the ocean that give us intercourse with other nations, we shall find that construction in one form or another is present everywhere, and that constructive drawing is an important ally. If she is teaching this drawing in a very elementary way in the school-room, the broader thought and its daily association will make it much more valuable to herself and the children. What before was nothing but lines, is clothed now with a meaning that makes drawing worth something.

In teaching the children to draw the appearance of objects, she lays foundation stones for a beautiful superstructure. This is but the beginning of the creative intelligence as expressed in painting and sculpture. This elementary work deals with the world about us, for there must be study of Nature and man's work, before there are thoughts to express. In the advanced work of the artist, it is associated with the heart of the people, and the tragedy and comedy of life, which has to do with the spirit, is expressed in tangible form, reaching far beyond the mere technicalities of the subject.

There is much the teacher can do in this direction. She can study the various manifestations of Nature, and find the beauty that touches the heart and makes the lips dumb. It is one kind of soul education. She can study human nature and find that which is of more value—the beauty of character as expressed in another. These educate the heart, which is an important factor in all art study, for without feeling there is no art. She can also study photographs of the best creations by the best artists, can visit exhibitions and art museums, finding help and inspiration as well as added knowledge.

In her work in design, she teaches children to make pleasing arrangements. Shall this be mere line work, or shall it be vitalized by living associations? The common, universal desire for decoration shows it is an instinctive desire, and it finds expression in good or bad form. The teacher who recognizes its universality will be interested to study the history of the past, not only for the purpose of gleaning facts, but to note how the nations have recorded themselves in their ornament, hereby obtaining more knowledge of the character and

life of the people than could be learned in any other way. One need not suggest the delight which comes to the student in following this development, nor the importance attached to its study, bringing as it does, new life to the teacher, and added interest to the work. Taking one bit of ornament only and tracing its use and development by different nations, reading all that bears upon the subject, will create a desire to know more.

Only in the larger, broader thought can the teacher lift her work out of its narrowness and mechanism. She has not time, perhaps, for the expression herself, but she can deepen and widen her knowledge, for "where there's a will there's a way." It is the spirit that is wanting, when innumerable difficulties seem to present themselves, and not the opportunity.

Not only is it the privilege of every teacher who teaches drawing to know more of art, but it is absolutely necessary. Would any teacher present herself to teach arithmetic who only knew the merest rudiments? No one would think of doing that, and yet many treat education in this direction as a side issue instead of giving it the attention its importance demands.

The love and enthusiasm imparted by the teacher to the pupils for their work, will do more than any mechanical teaching can possibly do, and that will come to the teacher only as she opens her heart to receive the true, the good, the beautiful, with an earnest desire for larger life, greater possibilities, and more knowledge.

Letter from the South.

To the Editor of THE JOURNAL:—April is here, with its usual assortment of weather, green fields, and blossoms, with the great purple mountains, calm and God-like, looking down from the piled-up horizon. In two short months several thousand down-South school-ma'ams, with a sprinkling of the masculine sort, will set their faces northward and, till September, study and see things all the way from Mt. Desert, down East, to the Highlands of Colorado.

It would be a decided advantage if the Northern contingent of the profession pedagogic could know a little better how to talk with their enthusiastic friends about their down-South school-life. Indeed, it often seems to me that the one educational question, just now, surpassing all others in this country, is that the Northern teachers and educational public shall have reliable knowledge concerning what has been done in these sixteen Southern states, during the past twenty years, for education; what is now on the ground and what we may reasonably hope for in a not too far-off future. For nine-tenths of the so-called educational people in the country do not know that, during these swift years, more has been well begun, with a good deal well done, in the new South than was ever accomplished in this world in so short a time, under anything like similar circumstances, before; and that, nowhere is there such a vast, complex, and momentous educational problem set for the solution of a people as the fit training of the four millions of Southern young Americans for good American citizenship within the next twenty years.

There are two or three conditions of getting a correct notion of the "lay of the land," down South, in this respect. First: dismiss without ceremony the presentation of this theme by Southern oratory and largely by Northern journalism. Nowhere is there so complete an illustration of Emerson's saying: "The essence of oratory is exaggeration;" as the average great Southern orator, talking about his own country—of course the Chicago man always excepted. Our great Northern journals copy, with little reflection, the wild proclamations of the host of investors from the North, booming the especial localities in which they are concerned.

The bottom facts about what has been done are these. First: During the past twenty years the Southern people have rebuilt their academical and collegiate system of education, broken down by the war, until it is far better off than ever before in all the means of the second-

ary and higher schooling. There were never so many students in the upper story of the Southern school-house as to-day. With the help of a few millions of Northern money, this work has been done for the white people by themselves; while the colored folk are chiefly indebted to the North for their splendid outfit in the line of collegiate and the higher academical schooling.

Second: During this period the South, for the first time, has put on the ground, largely at its own expense, the American common school. There is now something that can be called a common school in every inhabited district of this vast country. These schools are for both races, educated apart, and are generally of the elementary sort; excepting in the city and larger villages, where the high school annex is found. Every Southern state has now at least one state normal school and the state university, both literary and industrial. In all, the teachers' institute is established and, recently, a Southern teachers' association has been formed, with state and district associations. In short, as far as actual existence and operation go, the American common school is as common in Texas as in New York. This year these sixteen states will pay for the common school as much as New York and Massachusetts, in round numbers, twenty-five millions of dollars.

Altogether, the Southern people have expended more than two hundred millions of dollars since the war for the schooling of their four millions of children and youth.

But here is a hinge on which fair judgment of the result of this great work turns; the number actually educated and the quality of the schooling.

First: The common school has in *regular attendance*, between the ages of six and fourteen, less than sixty per cent. of its children; indeed it is doubtful if the public and private school system together really gives instruction to 60 per cent. of these children, four months a year, for anything like a sufficient number of years. Oratory and journalism are responsible for the absurd exaggerations in this respect; but this is the hard-pan of the matter.

Second: In the colleges and academies there is a good deal of good and a growing supply of superior teaching. But these people are doing more work for less pay than any professional class in the country. And their hardest work comes from the lack of fit preparation of their students for academical and collegiate instruction. Many of the graded schools in the cities and villages are good; a growing number excellent with a beautiful enthusiasm in pupils and teachers. But nine-tenths of Southern children live in the country, and although there is gradual progress here, yet with teachers generally untrained, working on starvation wages, four or five months in the year, with the prodigious disadvantages of Southern country life, the result, so far, is rather a beginning than a satisfactory achievement. There is a moderate movement for the establishment of libraries, and decided progress in the reading habits of the people, of both races.

Superior journalism is one of the chief needs of the South, and we see little progress in this respect.

But the other hinge which modifies discouragement is the fact that Southern life, to-day, for every receptive boy or girl, is itself the most stimulating university on earth.

The children of both races have had a life-training which makes them excellent material for good school work. A larger proportion of the white teachers are from the upper social strata than in the North. The clergy are generally active and the educational public is growing all the time. The next twenty years will show results far beyond what has already been accomplished.

In a "Circular of Information" just published by the National Bureau of Education, of three hundred pages, entitled, "Southern Women in the Recent Educational Movement in the South," I have given the results of my own observation in all these states, during the past twelve years. The work can be obtained free, by application to Hon. W. T. Harris, U. S. Com. of Education, Washington, D. C.

Greenville, Tenn., Apr. 19, 1892.

A. D. MAYO.

Etymology vs. Common Sense.

It is hard to give a good reason for continuing to use three letters to spell a word which can be better spelled with two. It is hard to say why we should spell *axe* instead of *ax*. If *axe*, why not *flaxe*, *taxe*, *waxe*, and so on? Our fathers put an *e* at the end of such words for a reason which was good then, but which has since disappeared. Since we have dropped all but one, and since the reason for retaining the final *e* no longer exists, would it not be wise to make our rule uniform, and spell *ax* as it is pronounced?

We are told that we must retain an uncouth spelling and use superfluous letters in many words in order that we may know from what language they have been borrowed. The argument is not good; because those who understand English alone will not be informed by the spelling from what language a word came, while philologists will know whence the words came, no matter how they are spelled. Those who understand French know that our word *beef* came from the French, though we no longer spell it *boeuf*. Those who understand German know that *ox* comes from a Germanic tongue, though we do not spell it *ochs*.

One trouble is that those who oppose spelling reform will not favor reform even when their own rule demands it. They ask us to go on spelling rhyme with an *h*, thus leading people to believe that it came to us from the Greek, though it is the plain old English word *rime*. And they obstinately refuse to spell *melasses* with an *e*, though it comes from the Greek *melas*, French *melasse*, Spanish *melaza*. They refuse to spell *mold* without a *u*, though our Saxon ancestors spelled it without the *u* as frequently as with it.

If the theory of those who uphold the present system is good, we ought to fall back upon Dr. Johnson's spelling. We ought, for example, to spell *almanack*, and *publick*, and *physick*, with a final *k*, and *honour* with a *u*. But they will not do that. They simply want to let things remain as they are, because it is too much trouble to make them better.

C. R. McCULLOUGH.

Hamilton, Ont.



The School Room.

MAY 14.—DOING AND ETHICS.
MAY 21.—LANGUAGE AND THINGS.
MAY 28.—EARTH AND SELF.
JUNE 4.—PRIMARY.

Plant Life. IX.

By MARA L. PRATT, Author of *Fairy Land of Flowers*.

But now the flowers are coming so fast, and many of them—the *Anemone*, for example—are so short lived, it is quite time to begin "to mount specimens;" that is what the big boys and girls in the high school call it.

Now we were, in our last lesson, dealing with the children of the *Crowfoot* family; and we had spoken of certain "family traits," such as:

1. Deeply cut leaves.
2. No stipules.
3. Many pistils and stamens.
4. Parts of the flower all separate.

We had already talked about the *Hepatica*; let us to-day take another of these *Crowfoot* children. There in one delicate pale little child in this family whose name is an *ME*. Can you guess it? This child has another name. The English people long ago gave it the name *Wind-flower*; because it was found that this little flower never opens its eyes till the wind blows upon it—at least so the English peasants say.

And there is a story about this flower,—it is one of those pretty Greek stories that wise teachers nowadays are teaching to their children, instead of the silly cat and dog stories that have so long (and too long) been fashionable. The story runs this wise: The beautiful *Venus* had a little child, *Adonis*, whom she loved with all the tenderness of her loving heart. He was as fair, as flaxen-haired, and rosy-cheeked as any little child you ever saw. But to look upon him was to love him; so think how dear he must have been to the loving mother who had watched over him as he grew from tiny babyhood day by day. But death came and took the

beautiful child. And Venus, heart-broken, threw herself upon a mossy bank and wept for days and days. And would you believe it, just where, amid the moss and soft green grass, the mother's tears fell, there sprang up this delicate little flower—the Anemone?

But this will do for myths—now for the facts before us. There are both, and both are equally entertaining, in flower-study.

Let us examine the little plant itself. Of course, at once we say it is an exogen, for there are the netted leaves. Then too the flower is in fives.

Now, before going farther, there are three more words for us to learn. Let us write them in sentences; for words alone do not mean so very much to children.

1. Apetalous flowers are those that have no petals.
2. Monopetalous " " " " " one petal.
3. Polypetalous " " " " " two or more petals.

We will put these three sentences upon the board; also they must be put in our blank-books.

Now after noticing and deciding that a plant is an exogen, we must next see to which of these three classes it belongs. Now there are flowers with no petals at all. We find such most commonly in the Walnut, Oak, Willow, and Birch trees. Then there are flowers whose corollas are one continuous piece, not broken up into petals. Such a flower has the Morning Glory, the Honey-suckle, the Bell-flower, the Bluets, and many others. Of course we know at once that our Anemone is *polypetalous*.

(There are so many kinds of the Anemone in the United States this description following may not exactly accord with the specimens brought by the children in different parts of the country.)

Now we know that our plant is an exogen, that it is polypetalous, and that it is a member of the Crowfoot family. Now let us examine it piece by piece.

Do you notice what a very smooth plant it is? Its stem, its leaves, its petals, and all. Some plants, you know, are so rough and fuzzy!

Next we notice a little whorl of leaves around the stem; but they are not close up to the flower, almost deceiving us into believing they are the calyx, as we found them in the Hepatica. And we notice, too, that again we have *no calyx*. Indeed, *no calyx* you will find common in this family. There are no stipules; here again are the much-parted leaves; many petals, stamens, and pistils. Certainly it is a true Crowfoot—it has, you see, the "family traits."

Now let us lay away in our books, a few of these Anemones nicely flattened out, so that they will press well. Next week we shall want them. Now let us take the Hepaticas we pressed last week. They are nicely dried and pressed by this time. First we will fasten them with these bits of court plaster, upon sheets of manilla paper. Put them up towards the left hand corner; then we have space to write our description.

[SPECIMEN.]

HEPATICA.

An Exogen.

Polypetalous.

Crowfoot Family.

Compound or much-parted leaves.

No stipules. Parts all separate.

Many pistils and stamens.

Hepatica.

A calyx, like whorl of leaves. No calyx; one blossom at the end of scape. Three-lobed leaves at the root.

Primary Drawing. IV.

By D. R. AUGSBURG, Supervisor of Drawing, Salt Lake City, Utah.

THINGS LIKE THE CUBE.

A very important end in drawing is to show the relation of the type form to other forms similar in shape but differing in size; to show that the same principles used in drawing the cube or box will draw all objects similar to a cube or box; to show that if the cube can be drawn intelligently that there is no reason why a box, chest, trunk, basket, book-case, table, chair, bureau, bed, stand,

stove, house, barn, shed, shanty, chimney, window, door, pen, fence, wall, gate, bars, fenced field, road, walk, street, bridge, wharf, tunnel, car, lumber pile or any object having square corners cannot be drawn.

These applications may be divided into (1) those that can be introduced for comparison before the class as Figs. 13, 15, 16, and 17; (2) those that appeal to the memory and imagination for a comparison, and cannot be introduced into the class as Figs. 14, 18, 19, 20, 21 and 22.

Perhaps the easiest way of teaching the application of the type-form to objects similar to it is by drawing the type-form first, and then changing it into the object that it resembles. The following are simple examples:

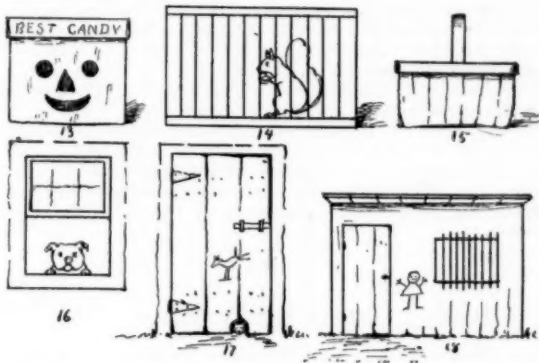


Fig. 13. (1) Place the crayon box before the class so that the end alone can be seen. (2) Draw this on the blackboard and let the class draw it. (3) If possible, show a box with a cover on similar to Fig. 13, and compare the two. If this cannot be done it will make little difference, as there are very few pupils who have so little imagination that they cannot see the difference between the two after they are drawn. (4) Turn the drawing into a pasteboard box similar to Fig. 13. (5) Tell the story of a boy who could not get a pumpkin to make a Jack lantern, so made one out of a candy box, cutting in the eyes, nose, and mouth, and placing a bit of a candle inside for a light.

Fig. 14. (1) Place the box before the class so that it will appear similar in shape to Fig. 14. (2) Take a few moments for review. (3) Turn the box into a squirrel cage. (4) Represent a squirrel in the cage.

Fig. 15. (1) Place the crayon box so that only one side shows. (2) If possible, compare it with the side of a basket. (3) Draw the crayon box on the board and change it into a basket. (4) Fill the basket with apples.

Fig. 16. (1) Place the face of the crayon box before the class so that it resembles, or nearly resembles, some window in the room in proportion. (2) Compare the window with the face of the box. (3) Draw the box on the board and turn it into a window. (4) Represent a dog looking in at the window. (5) Review.

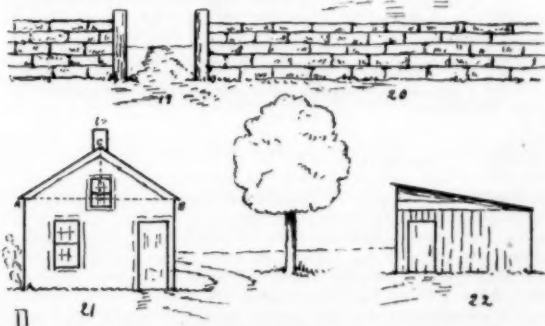


Fig. 17. (1) Place the box before the class so that the face will appear nearest like one of the doors. (2) Compare the face of the box with a door. (3) Draw the face on the blackboard and turn it into a door. (4) Review. (5) Represent a hole in the door for Kittie to go in and out. (6) Show how some one has marked his drawing lesson on the door.

Fig. 18. (1) Place the side of the box before the class, and draw it on the blackboard. (2) Lead the pupils to see that the side of the box may be like the side of a shanty, shed, or hen house. (3) Turn the drawing into a hen house. (4) Ask questions of comparison, size, etc. (5) Draw attention to the shape of the door and window.

Fig. 19. (1) Draw the end of the box on the blackboard. (2) Drill on the shape of open spaces like the open doorway, the open window. (3) Call attention to the gate, and let one of the boys run and open it if it is closed. Call attention to the shape of the opening. (4) Change the drawing to an open gate-way.

Fig. 20. (1) Draw a very long rectangle on the blackboard. (2) Lead the class to see that a fence or a stone wall is a very long rectangle. (3) Change the rectangle into a stone wall, or a fence.

Fig. 21. (1) Draw the side of the box on the blackboard. (2) Bisect the line AB and draw a vertical line as high as the point C is to be. (3) Draw CA and CB. (4) Ask the class what the drawing resembles. A chorus of answers will be given: "A barn." "A house," etc.

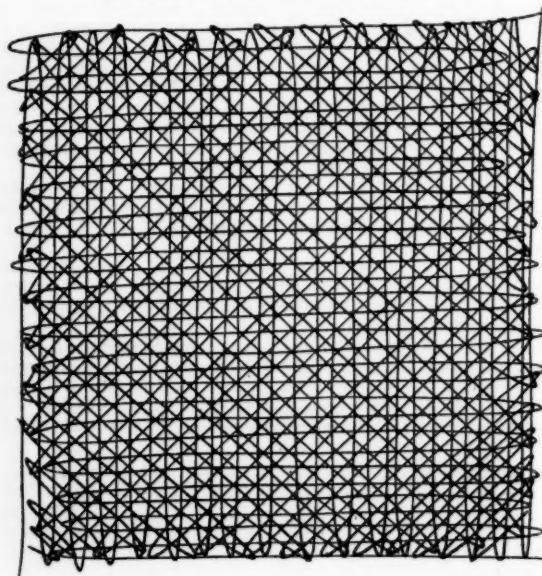
You think it looks like a house. (5) Let the pupils tell you how to finish the house. You ask: "What do we need to finish our house?" Another chorus of answers. "A door," "A window," "Chimney," etc. You will choose from their answers. For example, you choose a door. "Where shall we put the door?" "How large shall we make it?" Ask such questions as will lead the pupil to put the door in the right place and of the right size. (6) In like manner lead the class to suggest whatever you have prepared for the drawing lesson. This is very good training for the memory and imagination. (7) Ask the class what figure the door resembles? The window? The chimney? The tree top? The tree trunk? etc.

In each lesson try to make the relation between the type form and the object drawn, clear. There will be a constant tendency to use the model less, and depend on the memory and imagination more. Do not do this as long as there is one in the drawing class who cannot see the relation between the two by actual demonstration.

Live Lessons in Writing. II.

From Class-work of LYMAN D. SMITH, Hartford, Ct., Author of "Appletons' Standard Penmanship."

MOVEMENT IS THE LIFE OF WRITING.



(This cut represents a part of a page from Movement Book "A," as written by pupils of 12 years and upward.)

LOOSE PAPER AND MOVEMENT BOOKS.—Where a special writing-teacher is provided, or where the regular teacher is qualified to put good movement drills on the board, practice slips are in order to some extent. I would, without exception, gather up in the Movement Books the results of movement practice; and in all instances where teachers cannot do free work on the board, would recommend the Movement Books. The book restraint, and the incentive of putting the work on record, both help the pupils. There is a great deal of loose-paper work in the school exercises, and the writing drill in the Movement Books stands one remove back from this and sets up the standard. Require as good work in the general exercises as the pupils' Movement Books show they are capable of doing. But do not fail to associate the copy-books, with the Movement Books, if you wish to get business writing in place of pen-drawing. *Freeing the muscles* is the very first step, and should travel right along with the practice of form. Find out whether you are teaching the real writing process or the drawing process of writing. It makes a vast difference to the school work and to the pupils after leaving school which way you teach. Good-looking letters and handsome copy-book pages are no proof of ability to write in the true sense of this term. The writing may look fairly well and have no life to it. I want to see the pupils *when* they write the pages, and find out *how* they do it; whether they have any command of

their muscles; whether they can write with any speed. If they have only learned to draw letters with the fingers, and have not gained arm movement and speed, they have yet to learn the practical part of writing.

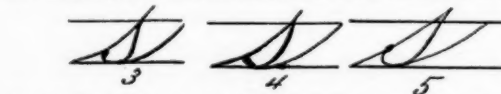
With all the expense incurred for public schools, ought parents to be taxed still farther, and have to pay over again in order to have their children learn how to write, after leaving the grammar or even the high school, at some business college? Might not parents well ask, "What have the pupils been doing all these years at school?"

A LESSON GIVEN IN AN INTERMEDIATE GRADE.

Blackboard Talk.

"Where are you to write this morning, class? "Page 4, small s." "Why is this letter usually classed with small r? A pupil: "Because it runs above the head-line like the r." "That is right." "Is there any resemblance to small r except in height? Mary may tell." "Yes; it begins with the same line—the right curve." "Are there any straight lines in this letter?" "No; they are all curves." Having scanned the letter closely in the copy-book, I put the letter singly, and in groups, on the board and bring out the salient points. Pupils then come to the board and reproduce in the ruling which I throw quickly upon the board, what I have written. For the single letters I give about a three-inch ruling; for the groups, as Figs. 7, 8, 9, the letters are made much smaller. "Jack's letter

(Fig. 1) begins with a straight line and this line doesn't slant enough. It should cross the head-line two spaces from a point directly over the starting point. It has a straight back, the dot is too high, and altogether his letter looks like an apple-seed. Fred's letter (Fig. 2) begins with a good curve. This curve slants right, but he made the down-stroke bend outward all the way down, like the right side of the new moon. It is crescent-shaped, and has no dot. It is pretty fair, however. Lucy began well, but let the down-stroke retrace the up-stroke, giving it a hollow back (Fig. 3); the turn at base is too wide and the tiny dot is under and not on the right curve. Susie's letter (Fig. 4) is nearly perfect, the dot being made backward to right of first curve, and not on main-



slant, is the only fault. Joe's letter (Fig. 5) is also nearly correct. He didn't sag the up-stroke enough, which makes the finishing dot come up too high, and the final curve hugs the second stroke too closely. No. 6 shows the correct style. The up-stroke bends downward gracefully—the down-stroke is a double curve, bending slightly inward at top, but soon swells outward, turns narrow at base, and shows the dot low down, because the up-stroke sags, allowing the dot to be placed low. This little dot is made by a gentle pressure of first finger, and should sit on the line like a bead strung on a thread.

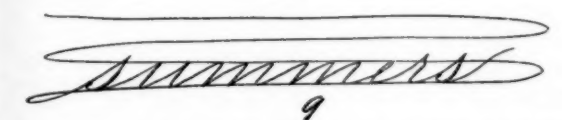
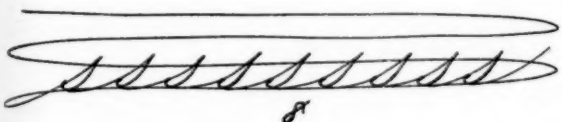
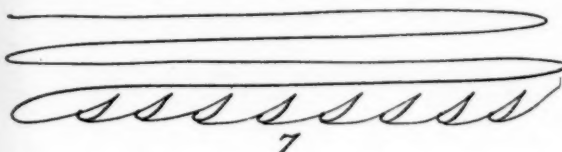
Movement Drill. Tracing with Reversed Holders to get the "Swing of the Arm" from the Elbow as Pivot.

"Find the exercises on the 4th page of cover—Primary Movement Book—and loosen your arms at the elbow by tracing with reversed holders. (Metronome at 120, or more.) When the metronome strikes five, all begin. Trace this exercise (1) ten times, taking the time of one beat to return to the beginning after the five long strokes are traced. That was well done. Now trace exercise 3—continuous movement till the signal is given to stop. What good is gained by this drill, class? "It enables us to write the longest words without raising the pen, and helps to get smooth lines." "Because smooth lines come only from rapid movement." "That is true. We must also try to cut out pretty letters while writing quite rapidly." Writing is a double process. While you are keeping up the action, you must be mindful of the form, or the result will be illegibility with freedom. Again, while you are keeping up the form, you must look out for the action, or the result will be form with no freedom. "Now open to page 13 and all be ready to trace the s in groups with dry pens. Sit erect, feet on the floor, fore-arm resting lightly on the desk. The tips of the third and fourth fingers keep the wrist clear of the paper. All ready!" The metronome is now set in motion and at the fifth stroke the pens all start, and the models in the first column are traced several times to get the spacing and learn the formation more fully.

"Take ink," is the next order. The metronome is stopped a moment after the tracing process is over and started again as the writing begins, all starting at a given stroke and keeping time while writing this column. "Turn books and cross-write." In ten minutes one-third of a page has been written and cross-written.

"You move your arms quite freely now, class, and we will

write the small s copy in the regular book which will receive the benefit of this movement-drill. The writing must look smooth and light. Remember the blackboard talk, at the beginning, and avoid the errors I showed you."



Exercises 7, 8, 9 show the character of the copies in the last two columns of Primary Movement Book, and these two columns are written and cross-written at another lesson unless the teacher prefers to write the entire page in the movement book before taking up the regular book.

Ethics in School.

By MARY A. CUSHMAN, Akron, Ohio.

If all children were assured of the best moral influence at home, it would be unsafe to leave so large a portion of time as they spend in school, unimproved in this most important part of education. But when it is remembered that, especially in cities, an alarmingly large number of school children come from homes of vice and moral ignorance; and when we remember the contagious nature of all forms of immorality, and how helpless, childish innocence is against contamination, the need of every known weapon with which to fight evil is seen to be imperative.

The common school and the Bible were the great civilizing powers of New England.

It may be that we are so much truer and stronger than our fathers that we can dispense with the chief one, and make the common school do the work alone; for it is certain that the school is the only place where children of degraded and vicious parents are sure of getting any training that helps them to rise above their unfortunate birth and grow into good citizenship.

Unless we mean to allow the vicious and criminal classes to increase practically unchecked, the public school must teach ethics, and teach it effectually.

The public school alone has power to compel attendance; church and Sunday-school can only invite and entreat.

To develop the intellect in the public school, without corresponding development of the moral nature, would only increase the capacity for mischief in the dangerous classes.

Probably the first thought in a child's mind, when required to subordinate desire to duty, is "Why should I do this?"

Too often, the only answer given has been practically, "Because I am stronger than you."

No teacher can command true obedience on this basis. Conquered submission is not obedience. To overpower the will is not to train it.

A child knows very little of its relations to the rest of the universe. It is a rather uncommonly wise adult that apprehends them fully; to explain them, and show them in their true light is the task of the teacher. To point out the life the pupil should live for the greatest good of himself and his fellows is the first step; this is, in fact, establishing the ideal.

Next, by all possible means to help the pupil to voluntarily attempt its realization.

Fortunately there is in the childish heart, a mighty capacity for admiration, a ready appreciation of noble and heroic deeds, and a desire to imitate what is admirable.

Every child cherishes some idol in its secret heart. Hero worship is universal. So it only devolves on the teacher to exhibit the model.

Short and striking anecdotes illustrating noble traits of character in famous men, may help point the way to the little beginner.

Sir Philip Sidney's saying, "Thy need is greater than mine." Luther's "Here I stand God helping me I can do no other."

John Brown's, "I thank God that I am permitted to die for a cause."

Neither is fiction to be left out of account. "Col. Newcome," "John Halifax," "John Brent," "Jeanie Deans," "Emma Burton," and "Hope Maxwell;" all these, and similar creations, are of as much value in forming character as living models. An appreciation of the beauty and grandeur of poetry is far more common among children than is generally supposed, and as a civilizing power is not to be overlooked.

There is no lack of material in this line to suit every taste, and inculcate every virtue from the lesson of tenderness in "The Ancient Mariner," to the courage, self-devotion, and patriotism of "Horatius." And there are many methods of bringing such poetry before the child.

Writing passages on blackboards, and letting the children read them, reading a favorite poem to them as a reward for good conduct, requiring recitations of poetry, all these are effective.

The personal example of the teacher is a factor of incalculable weight in the moral training of the scholar.

The teacher is scrutinized, understood, and criticized with an appalling severity and accuracy known only in children. I overheard a conversation between two mites of seven or eight years to this effect, "I am going into Miss J's room." "Well, you won't like her, she's cross and lazy." Now, this unfortunate teacher was doubtless nervous and overworked, and had shown irritability, and a dislike of her work to the sharp eyes surrounding her, and the children, detecting the fact and not the cause, called her conduct by the names given to similar behavior in themselves.

Insincerity in the least degree in the teacher is fatal to her influence. A child will at once detect a sham, and there are no such pitiless judges and unscrupulous imitators. There is a remedy, however, for any inadvertent wrong-doing on the part of the teacher, which will reinstate her in the good opinion of her pupils, namely, frank confession. The instincts of justice and magnanimity are both stirred by this course, and the teacher's moral prestige restored. Wholesome motives for good conduct should be supplied. The fear of punishment is of course one motive, but incentives of a nobler kind should be provided, as far as possible.

To love of approbation we can always appeal, aspiration for excellence can be invoked, loyalty to the school can be cultivated, yet it will sometimes happen that a child will remain incorrigible. In this case corporal punishment is perhaps the only resort, but it is always a pity to have to resort to brute force. In some cities a special school-building is set apart for incorrigibles, and the sending a child there is in itself a punishment; the discipline is also more rigid, so that it partakes of the character of a reformatory.

This is certainly better than expulsion, which is practically removing all restraint from the offender, and seems like an admission of defeat on the part of the school authorities.

One of the most efficient methods of teaching morals in a school must be the administration of justice in the school, and the method of discipline should be, as far as possible, a model for self-government. The use of text-books is also an invaluable help.

It seems as if an elementary moral philosophy ought to be put in the hands of a child, as early as any other scientific work. Surely the laws of right conduct are no harder to understand than the laws of mathematics, and the two taught at the same time might be made mutually helpful.

The spiritual analogies in all true scientific work need only be pointed out, to be plain as day. The very language of morality is borrowed from the terms of natural science, and the true, upright, pure, and straight, are as beautiful in moral science as in physical form. One of the very best text-books on this subject is a little book called "Duty," by Ex-Pres. Seelye of Amherst college.

Plain, simple in style and precise in definition, fixing the basis of moral obligation where it belongs in the duty of a creature to its Creator; establishing an absolute law for right and wrong, it treats the whole subject so clearly and thoroughly, that one wonders that moral philosophy is ever made obscure and hard.

Another excellent work of the same class is Prof. C. C. Everett's "Ethics for Young People." It is more diffuse than the first, and not as simple in diction; in fact, the difference in the titles of the two books is indicative of the difference throughout, but Prof. Everett's book is sound philosophy and well worth reading for its interesting treatment of the subject.

"There are no bad words in the Japanese dictionary," says Edwin Arnold. The worst thing you can call a man in Japan when you get angry is "fellow." A language without any words of abuse, or any form of oath, is a refined language that must affect the character of the people themselves by reaction. By the same reasoning, what effect must the English language have upon our children, when every day brings some new popular slang phrase?

Supplementary.

In Memoriam;

An Exercise for Decoration Day.

By OLIVE M. LONG, St. Paul, Minn.

(The room may be decorated with flags, and wreaths of flowers and leaves. Ferns, brakes, and evergreen may also be employed. It would be pretty and unusual to have displayed the different flags of the United States (such as the Union Jack, the Revenue Ensign, and the President's flag), so that our flag may be seen in its various phases. They may easily be made of cambric (from the pictures at the back of the dictionary), and folds of blue and gray may be draped among them to suggest the union of the North and the South.)

PART I.

(The curtain rises on the stage, either decorated with garlands and draperies, or, if convenient, arranged as an out-door scene. There should be near the front (L. C.) an elevation, which may be either a hillock, or draped with a flag. America, in the traditional costume of red, white, and blue, with a crown of stars on her flowing hair, is alone in the center of the stage, resting upon a furled flag, which should be at least as tall as herself.)

America.

Behind me the past; before me the future! It is well for a great nation to pause in the middle of a century and strive to pierce the gloom of years in both directions, to cast a last glance at the lesson of the years that have gone before, attempting to read the untold pages of the future.

I can turn with confidence to the Past (*extends welcoming hand to the Past, who enters (L.), represented by a soldier in colonial dress, carrying a scroll*), well-remembered even through its seven seals, but look more timidly forward to the closer sealed mystery of the Future. (*Enter from R. the Future,—a girl in clinging robes of pale gray, with long veil sweeping over face and falling in folds over the shoulder and right arm. America turns again to the Past.*) Oh, Past! guarding in the record of thy scrolls the years of toil and glory through which my children have won their way, read o'er for me the page laid safely away in your keeping.

Past (stepping forward).

Which are the pages you would have re-read? Those glowing with the heroism of the early struggle for independence, and illumined with such names as those of Washington and his loyal men? Truly they are well worth re-reading, for they thrill with the rush of battle and the intensity of earnest purpose. Live pages these,—the deeds they chronicle are mine, but their echo has outlived the Past, and shall reverberate in your far-off Present.

America.

True, but it is not this I would have you now recall. I cannot but be proud that my children were so unswervingly steadfast to their flag, when once they had unfurled it, but we have left behind the din of the battle-field; we are at peace with all nations. In spite of the glory, O Past! those are thy darkest pages. Leave war, and read what you have recorded in brighter lines.

Past.

Shall I turn to the glory and beauty which came soon in a land where men were free? I saw the beginning of that perfect liberty, in thought and speech and action, which has established within your wide borders the recognition of a manhood based on greater claims than birth or wealth.

The past alone is mine, and I can speak of that time only, but in that past was hidden the germ of the progress, which, growing and spreading from year to year, has expanded to your most glorious present.

America.

It was indeed in the free Past that our prosperity began, and it may well be that our mission among nations is to teach the blessings of liberty; to illustrate it by our own free progress; and with it for our guiding star to bring its influence upon all who are yet enslaved. It is to the Future that we must turn for the answer. (*Turning to Future.*) Speak, and say if the coming years do not confirm the promise of the past? (*Future slowly raises her arm to shroud closer her face in the folds of her veil. America stands amazed.*)

America.

What does this silence mean? Have you aught in store for us to belie the Past?

Future.

No,—only too surely have I in store what comes from the Past.

America.

Then we have but greater prosperity before us.

Future.

(*Pointing away to right*) See!

America.

The flying figure of Rumor! Why should we dread what he may relate? His tongue speaks truth more often than falsehoods, and we have naught to fear from the truth. Never yet for us has Terror run with Rumor. (*Future again covers face.*) What mystery do you enshroud?

Future.

Blind country, can you claim the guiding star of liberty for your own, when Slavery, fettered and despairing, crouches at your feet?

America.

Slavery? Why, that is an institution of the past! Does Rumor find reason for predicting danger from such a cause as that? (*Rumor rushes in from R.—a boy in close-fitting costume with scarf floating over his shoulder.*)

Rumor.

War! war! war that can no longer be turned aside! Wild tales of coming war are in the air! (*Rushes off L.*)

America.

(*Seeking to delay him.*)

Stay! Your tale is false! We are at peace with all the world, (*Then stepping proudly forward.*) But even though the foe should come we are ready to defend our flag. (*To Future.*) Break your silence, Future! Speak, Present Rumor! I demand to know what nation dare attack us?

Future.

Even the mightiest of nations asks in vain what the Future may have to tell. But the shadow of the coming time already overlclouds the Present. Seek there your answer. (*Points to L. where Rumor re-enters.*)

America (to Rumor).

What foe invades our country?

Rumor.

No foreign foe—but Discord among your own children.—Discord and strife lead the way! They come (*pointing to R.*), and in their train follow War, Havoc, and Death.

(*Steps back in terror. Sudden clash of discordant music, which continues as Discord enters, followed by War, Havoc, and Death. They are dressed in floating robes, Discord in bright crimson; War in black with silver armor,—helmet, shield, sword, etc., covered with silver paper; Havoc in red and black with many streamers, and Death in dull black and carrying the typical scythe. They enter stormily from right. America springs upon elevation and unfurls her flag. She speaks through the music.*)

America

Awake, my children! Danger is upon us, in our midst; more insidious, more terrible than an outside enemy! My children, now, if ever, is the time to answer your country's call! Protect the liberty you have won!

(*As she speaks, the states enter from the back, and group themselves, the Northern around her, and the Southern around War and Discord, who form a group at R. C. Only the extreme Northern and Southern states need be represented, and may be costumed alike in white, wearing crowns bearing their names in gilt letters, or they may be made as characteristic as possible. The music changes to a martial character, and soldiers pour in from either side. Discord flings out her arms with triumphant gesture, War defiantly throws up on the ground the flag which she has carried, and steps upon it, and Rumor, kneeling, with head turned toward War, clings to the robe of the Future (extreme R.) who solemnly lifts her arm, and gazes upward. Curtain falls in music in which school joins.*)

(Tune, "John Brown's Body." Words adapted from Lowell.)

"Once to every man and nation comes the moment to decide,
In the strife of Truth with Falsehood, for the good or evil side;
Some great cause, God's new Messiah, offering each the bloom
or blight,

Gives the choice 'twixt dark and night.

Chorus.

Hast thou chosen, O my people,
On whose party thou shalt stand,
Ere the Doom from its worn sandals
Shakes the dust against our land?

Then to side with Truth is noble, when we share her wretched
crust,
Ere her cause bring fame and profit, and 'tis prosperous to be
just;
Then it is the brave man chooses, while the coward stands
aside,

Till his Lord is crucified.

(Chorus.)

New occasions teach new duties; Time makes ancient good un-
couth;
They must upward still, and onward, who would keep abreast
of Truth;
Lo, before us gleam her camp-fires! we ourselves must Pilgrims
be,

Launch our Mayflower on the sea."

(Chorus.)

PART II.

(The curtain rises on America, leaning, with bowed head, against canon in the middle of the stage. The cannon may be made with a wooden frame-work, covered with black cambric. The tableau remains for a moment, then History, in robes of white, enters from left, reading and writing on her tablets. She is followed by the North and the South, dressed in robes of blue and gray, and carrying garlands of flowers.)

History.

The war has now become mine, a part of the history of the world. Oh, sorrowing country, lift your downcast head! Rejoice that the right has triumphed, and that it is the victory of liberty and not of slavery that shall accompany your name upon my tablets.

America.

Shall I not sorrow for my children?

History.

Sorrow for those who are left; the heroes who died upon the battle-field need nothing but your loving pride. They have been brought in touch with the greatness of truth, and theirs is the heritage of liberty which they died to give to others. But sorrow for your sorrowing North and South. 'Tis they who best deserve your tears. (*America turns to them with a smile as History continues, addressing them.*)—Be proud of your country's right to stand once more with a serene and lifted brow among the old-world nations.

North (passionately).

But can her glory atone to us for our many dead? The victory of truth and right is great, but greater is the loneliness for those whose places cannot be filled.

South.

And to us, who have not even the glory, whose desolate homes and heavy hearts come from a cause defeated, what can be left to us but grief for our dead?

America.

There is left to you that which outlives the sorrow, the love that enshrines them. There is left their heroism, which History shall record for all the ages to come, there is left the liberty they fought for! There is brought to you what you never had before, the sympathy which binds you close together, my children, across the barrier the cannon-ball has torn down. Together twine your wreaths for your loved dead, and let sweet Memory (*enter Memory, from left, clad in soft white, trimmed with smilax*) come to aid you in your task.

Memory.

(As she recites the poem, North and South hang garlands upon the cannon forming tableau.)

By the flow of the inland river
Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
Asleep are the ranks of the dead,
Under the sod and the dew,
Waiting the judgment day,
Under the roses the Blue,
Under the lilies the Gray.

And with an equal splendor,
The morning sun-rays fall,
With a touch impartially tender,
On the blossoms blooming for all.

And when the summer calleth
On forest and field of grain,
With an equal murmur falleth,
The cooling drip of the rain.

No more shall the war cry sever,
Or the winding river be red;
To hush our anger forever
Will rise the thought of our dead,
Under the sod and the dew,
Waiting the judgment-day
Love and tears for the Blue,
Tears and love for the Gray!

—Finch.

America.

The sorrows born of those stormy days will sink to rest in the hours of peace that follow; the strife that came in the footsteps of discord has been stilled, but through the passing sorrow and the strife, the vision of our country holds its high ideal unmoved.

"Bow down, dear Land, for thou hast found release!
Thy God, in these distempered days,
Hath taught thee the sure wisdom of His ways,
And through thine enemies hath wrought thy peace!
Bow down in prayer and praise

No poorest in thy borders but may now
Lift to the juster skies a man's enfranchised brow.
O beautiful! my Country! ours once more!
Smoothing thy gold of war disbeveled hair
O'er such sweet brows as never other wore,
And letting thy set lips,
Freed from wrath's pale eclipse,
The rosy edges of their smile lay bare;
What words divine of lover or of poet
Could tell our love or make thee know it,
Among the nations bright beyond compare?
What were our lives without thee?
What all our lives to save thee?
We reck not what we gave thee;
We will not dare to doubt thee,
But ask whatever else, and we will dare!"

—Lowell.

(Curtain.)

Decoration Day.

Do you know what it means, you boys and girls
Who hail from the North and the South?

Do you know what it means—
This twining of greens
Round the silent cannon's mouth;
This strewing with flowers the grass-grown grave;
This decking with garlands the statues brave;

This flaunting of flags,
All in tatters and rags;
This marching and singing;
These bells all a-ringing;
These faces grave and these faces gay;
This talk of the Blue and this talk of the Gray,
In the North and the South, Decoration Day?

Not simply a show-time, boys and girls,
Is this day of falling flowers;
Not a pageant, a play,
Nor a holiday
Of flags and floral bowers;
It is something more than the day that starts
War memories a-throb in veteran hearts;
For, across the years,
To the hopes and the fears,
To the days of battle,
Of roar and of rattle—
To the Past that now seems so far away,
Do the sons of the Blue and the sons of the Gray
Gaze—hand clasping hand—Decoration Day.

For the wreck and the wrong of it, boys and girls,
For the terror and loss, as well,
Our hearts must hold
A regret untold

As we think of those who fell.
But their blood, on whichever side they fought,
Remade the Nation, and Progress brought!

We forget the woe;
For we live and know
That the fighting and sighing,
The falling and dying,
Were but steps toward the Future—the Martyr's Way!
Adown which the sons of the Blue and the Gray
Look, with love and with pride, Decoration Day.

—Elbridge S. Brooks, in *Wide Awake*.

Unknown Graves.

But ah! the graves which no man names or knows;
Uncounted graves, which never can be found;
Graves of the precious "missing," where no sound
Of tender weeping will be heard, where goes
No loving step of kindred. Oh, how flows
And yearns our thought to them! More holy ground
Of graves than this, we say, is that whose bound
Is secret till Eternity disclose
Its sign.

But Nature knows no wilderness;
There are no "missing" in her numbered ways.
In her great heart is no forgetfulness.
Each grave she keeps she will adorn, caress.
We cannot lay such wreaths as Summer lays,
And all her days are Decoration Days!

—Helen Hunt Jackson.

The Educational Field.



George J. Luckey.

George J. Luckey was elected superintendent of the public schools of Pittsburg in 1868, and has held the office ever since, to the entire satisfaction of the authorities. He was principal of the high school at East Liverpool, Ohio, until the spring of 1864, when he entered the army, serving at the siege of Petersburg and Richmond. On his return to civil life, he was elected superintendent of the schools of Columbiana, Ohio, and shortly afterwards principal of the third ward schools, Allegheny City. In April, 1867, he was elected principal of the third ward (now the Grant) schools of Pittsburg, and in May the next year he was chosen city superintendent.

Mr. Luckey is an advocate of natural methods. He favors the teaching of facts before principles, claiming that the mind naturally reaches out for principles as facts accumulate, and that the teaching of principles is comparatively easy, if they are not forced upon the pupil before he needs them. He is an advocate of education in a broad, practical sense, and has been a pioneer in most of our educational reforms. He has the art of listening to others, and during the various controversies over the proposed changes in the curriculum of study and the methods of teaching, Mr. Luckey has been willing others should speak, and is only heard from when his silence might be misconstrued.

He is an easy, graceful writer, and his articles on educational questions have done much to mold public opinion. It is his strong adherence to principle, coupled with good tact, and a social disposition, that has enabled him to bring about the numerous healthful changes and needed reforms that have made the Pittsburg schools respected through the country.

He has a ready willingness to examine into suggestions as to improvements in methods of teaching—an element much needed in the superintendents of these days.

Lincoln, Neb., is one of the leading educational centers of the country. Here is the state university with its group of fine buildings, and near it the state farm of the agricultural department. For several years, this institution has been without a chancellor. Last July, Prof. James H. Canfield, of the Kansas state university, was called to fill the vacancy. Prof. Canfield is an educator of broad, progressive views, and his record as secretary and president of the National Teachers' Association, demonstrates that he possesses directive power in large measure, which is needed first of all in a chancellor. The university is very liberal in its courses, and students are received and handled as individuals—the "class" idea being ignored.

Just outside the city is the Wesleyan university, an institution young but strong and full of promise. It has one of the finest manual training buildings in the country, built and richly endowed by Jacob Haish, of DeKalb, Ill. The university is the pride of the Methodists of the West and they have concentrated their efforts in building up a first-class institution in endowments, buildings, and equipment. Not far from the Wesleyan, is the Cotner university, founded by the Christian church, representing

Nebraska, Kansas, Colorado, Wyoming, and South Dakota. It is well endowed and has a rapidly growing patronage.

Southeast of the city are grouped the buildings of Union college established by the Seventh-day Adventists. This college has a wide field of support, covering all of the Western states, and success is assured.

North of the city stands Trinity Hall to be opened in September as a boarding school for boys, under the care and management of the Protestant Episcopal church of Nebraska.

Two large normal universities are in course of erection, to be ready for students in September, one on the east side, called "The Lincoln," and one on the west, called "The Western." The buildings under contract for these schools will cost nearly \$200,000 each.

Although in the shadow, as it were, of universities and colleges, the public schools of Lincoln are keeping step with the other educative enterprises of this promising city. It is expected that in a few years the high school will be doing quite as extensive work as that of Ann Arbor, Mich., in preparing students for the state university and the colleges.

Dr. H. S. Jones, who as superintendent made the schools of Erie, Pa., widely known for their progressive spirit and high standard of scholarship, is at the head of the system.

He is working in many lines of advance in the interests of these schools. He has organized a teachers' institute that has rapidly won a reputation; has established a teachers' training class and roused a professional spirit among the teaching corps, who rank among the most progressive in the country.

The New England Association of School Superintendents will be held in Boston, May 27, 1892. The subjects for discussion will be these: "Shall the Elementary Course of Study be Eight or Nine Years?" "What Can be Done for Ungraded Schools; (a) In cities; (b) In towns having central villages; (c) In rural towns?"

Mr. Edward B. Neely, who has been superintendent of the public schools of Saint Joseph, Mo., for the past twenty-eight years was re-elected at the last meeting of the board for another term of three years. This is a remarkable example of permanency in office.

The Leland Stanford, Jr., museum at Stanford university is the private memorial of Mrs. Stanford to her son. It is one of the finest in the country and will be an attraction to transcontinental tourists, and is designed as an aid to students who will obtain their college education at the institutions on the Pacific coast. The building is, architecturally, a notable one, and the only one, it is said, ever entirely put together in molds, reducing the cost, from the \$500,000 expense of the same work in granite to \$200,000, and from one to two years in time saved in construction. Fifteen thousand articles, comprising valuable paintings, statuary, and curiosities, which Mrs. Stanford has collected in Europe and in the Eastern cities, are now stored in New York ready for shipment to the college, and in addition there is a very fine collection at the family residence in San Francisco. For several years before his death Leland Stanford, Jr., was deeply interested in forming a private museum, and he made some valuable acquisitions. It was on that account that his mother erected the college museum to his memory. His collection now occupies two large rooms in the San Francisco mansion, just as he had catalogued and left it. These two rooms have been exactly duplicated in the new museum, and there the young man's arrangement of the collection will be faithfully reproduced and sacredly preserved.

The teachers of Hillsboro county, Florida, began April 11, the sixth session of the county normal. It is held for three months; the attendance will be over eighty. The course of study comprises history of education, psychology, methods, school management, language, inventional geometry, drawing, history, civil government, physiology, natural science, vocal music. The more advanced students have in addition algebra, geometry, and general history. A class is made up of pupils between the ages of six and eighteen and taught in the presence of the teachers for three hours every morning. Teachers take notes, and are called on to make a report on the following day. Discussion follows.

The Chicago Herald serves up the "strike" of teachers in Iowa, with illustrations that go to show that the Webster county officials in that state are having a serious time with the plucky school teachers who refuse to sign contracts at reduced salaries and take a voluntary vacation. The school directors have found that \$25 a month teachers are scarce, and the striking cuts of the Herald represents closed school-houses, school-ma'ams playing tennis, and the numerous small boy in a game state also, gazing between "moves" at the frolicsome teachers who can wield a racket as well as make one. The particulars of the rebellion are not given; the end is not prophesied, but in the meantime lessons are being learned by school directors of said county instead of the children.

At last the logical sequence has resulted. THE JOURNAL finds its articles in the *Southern School Journal*, credited to *Catholic Educator*, London. The *Southern School Journal* is innocent; but what about the London "*Educator*," that has appropriated THE JOURNAL articles, uncredited, "till seventy times seven," regardless of protest and copyright? The delicate flattery of being constantly robbed of one's own possessions is not sufficiently appreciated, even when it is done by an international hand, to make up for the justice of the credit that is due THE JOURNAL. The temptation to share the weekly feast it spreads is doubtless well-nigh irresistible, but—*credit*, please, CREDIT.

The state of Minnesota has appointed sixteen summer schools each four weeks in length. This is a move of real importance. THE JOURNAL advocated such a plan many years ago when it became apparent the teachers were anxious for advancement. This is a different plan from the holding of county institutes with which, in most states, each is a law to itself.

President Adams, of Cornell university, has resigned. This does not seem to be a matter of surprise to those who have known of the differences existing between the head of the university and those in control of it. Prof. Adams has been president of Cornell for seven years, leaving the university of Michigan to succeed President White, in 1885.

Supt. Maxwell, in his annual report of the public schools of Brooklyn, vigorously attacks the evil of overcrowding the primary rooms, from which that city suffers, in common with many others. After denouncing the system of half-day sessions generally sought as a remedy for the overplus of numbers in the lowest primary rooms, he pleads for the large class of the "untaught" who cannot be made ready for promotion and so are more or less neglected. He says, of the overcrowded classes, "After they have suffered physically through close confinement in a vitiated atmosphere, after they have suffered intellectually through the suppression of natural activity, after they have suffered morally through lack of exercise of the will, they are at last put on their passage upward through our schools."

A committee have reported in favor of a manual training school in this city, estimating the cost at \$9,200 for equipment and \$9,500 a year for teachers; they recommend it for boys over 14 years of age, saying it is perfectly evident that the new building for this school will be crowded from the day of its opening.

More than one thousand women voted at the recent school election in Bloomington, Ill. The immediate cause that called out the feminine vote was a protest against the monopoly of women as teachers in the public schools. But two men in the city schools was considered by the women voters as great a misfortune as two women would be. Co-education must be established if the lady superintendent who had held the appointing power for years had to "go." The mechanics of voting went smoothly. Old and young, big and little, grave and gay, black and white, all stood in line and awaited their turn in true manly style, with probably a trifle more of quietude. The old lady of 80 who cast her first ballot for the employment of the man teacher, deserves fame and a laurel at their hands in a poem equal in pathos and praise of high moral courage to that of Barbara Frietchie.

A movement started in Cambridge, Mass., looking toward the "shortening and enriching of the grammar school courses" of that city has resulted in the following report of the committee having the matter in hand: 1. Pre-arranged examinations are to be abolished. 2. The grammar school work is divided into two parallel courses—one of four years, and the other of six years duration. In this way bright pupils can advance as rapidly as their capacities allow.

Superintendent Bloss, of Topeka, has resigned the superintendency of the city schools, to accept the presidency of the State Agricultural college of Oregon. Prof. Bloss had been re-elected in Topeka, and leaves with the testimony that he has been "nicely treated" there. His successor is William M. Davidson, principal of Lincoln school, of Topeka.

At Astoria, Oregon, named for the Astors of New York, who settled then eighty-one years ago, while on a fur-trading expedition, there commenced on May 10, a three days' celebration of the one-hundredth anniversary of the discovery of the Columbia river by Capt. Gray, of Boston. This celebration is one of a series of such occasions, arranged by prominent men in the places within the territory drained by this river. It was 100 years ago that Capt. Gray first planted the American flag at the Columbia's mouth, and the large display of flags and allegorical representations of the early efforts of the English voyagers are prominent features of the celebration. Keeping alive early historical associations by such centenary observances, is a most praiseworthy and effective way of teaching history and cultivating patriotism in the coming generations on the Pacific coast.

How does the following recipe, by Rev. E. E. Hale, for keeping young at three score and ten strike the teachers struggling under the load of spring term anxieties?

"First, never do anything yourself which you can get another to do for you; second, never trouble yourself as to who will get the credit for what is done; third, never work after 3 o'clock in the afternoon; fourth, sleep ten hours out of every twenty-four."

Owing to the great pressure upon our pages, the list of state associations and summer schools will appear only every other week.

New York City.

The thousands of books in the Free Circulating Library in New York City have been offered to the children of the public schools. The officers of the library have promised to do all the work, furnish all blanks and printed forms, and at stated intervals, every day if desired, they will take or send any books desired to any public school in the city. They will also take back the books that have been used and returned. Further than this, they agree to buy any additional books that are called for. This amounts practically, to the placing of a library in every school in the city.

The May meeting of the Conference of Educational Workers will be held at Columbia college, May 21. Among the topics for discussion in the "Usual School Work" are the following: "Classes of Mistakes commonly made in Spelling"; "How Causes of Mistakes in Spelling may be Discovered"; "How some of these Causes may be Removed." Under "Form Study and Drawing," questions pertaining to "Paper Folding and Cutting" will come up for special consideration.

The President of the "Conference of Educational Workers" desires to receive reports, before the 20th of May, relative to four or five specially *poor spellers* upon the following points:

1. Has the child been taught spelling chiefly by sight, or by dictation?
2. How was the child first taught spelling?
3. Has the pupil had phonetic training?
4. Does the pupil spell better orally, or by writing?
5. Does the child both see and hear distinctly?
6. Do the *poor spellers* generally see and hear as well as the good spellers?

In making reports, give name, age, nationality, grade of class, how long in school, also samples of mistakes.

It used to be a proverb in New York city "once a teacher always a teacher," but this seems in these latter days to be violated. The board of education is considering the removal of several teachers at this time.

The board of trustees of the New York College for the Training of Teachers at their last meeting appointed Walter L. Hervey, who was made acting president a year ago, to be president, and appointed Associate Professor John F. Reigart to be professor of psychology and the history of education. Professor Reigart will spend the summer in studying education in Europe.

Leave of absence was granted to Sara D. Jenkins, professor of the science and art of teaching, and principal of the Horace Mann school, from May 18, until September 19, in order that she might study the school system of France; Mr. George H. Nutt, instructor in the department of mechanic arts, was also authorized to spend two months in the study of manual training systems and methods in France and Germany.

Miss Anna H. Schryver was appointed instructor in the department of natural science. Miss Schryver was for three years a pupil of Dr. Winchell in Michigan university. Her specialty will be geology, and it is understood that she will offer courses to the teachers in the city in that subject during the coming year.

Educational Notes from Abroad.

Germany.—The long expected scheme for the better regulation of salaries in Prussian secondary schools, has at last seen the light, and the teachers are rejoicing over the prospect of a slight improvement in their position. Salaries will in future increase according to a fixed scale, which will be the same for all institutions alike. Hitherto, much injustice has been done in this respect. The maximum salary will also be slightly raised (4,500 marks), though the hope that it would reach the sum paid to the judges of first instance has not been fulfilled. Another disappointment is that the much coveted qualification grant of 500 marks, is still to depend upon so-called merit, rather than upon length of service. But the scheme has to receive the sanction of the house, and may, therefore, yet be amended.

The total number of students attending the twenty German universities during the last half-year was 28,515. Of these 8,916 were studying medicine; 7,202, law; 4,961, Protestant theology; 1,301, Catholic theology; and 6,845, a branch of arts and science. Berlin comes first with 4,611 students; Munich, next with 3,531; Leipzig, next with 3,242. Of the rest, Halle is first with 1,483, and Rostock last with 368. The whole teaching-staff numbered 2,445. *France.*—Jacques Inaudi, a young Piedmontese shepherd, has lately been puzzling some of the leading French scientists by the marvelous powers of rapid mental calculation. He has been tested not only at the Sorbonne and the institute, but also by the minister of education, and his rectors. So struck were the latter by what they witnessed that Inaudi has been authorized to exhibit his powers in certain establishments of public instruction, "in order," says the *Paix*, "to inspire the students with a taste for mental calculation, too long neglected in the classical schools."

Correspondence.

An Ohio Experiment.

A few years ago I accepted the principalship of a village school in Ohio, with the express understanding that I was in no way to be hampered, so far as discipline and methods of instruction were considered. The board had no suggestions; laid down no rules; simply asked for results and left me to point the way. The building contained six rooms, five of which were used for school purposes, the sixth being used as a store-room, for old desks, tables, and all the other trash that had been piling up for years. The spirit of Parker had overshadowed me for years and here was my chance; as I began to bubble over, some opposition began to bubble up, but not enough to seriously dampen my ardor. With the assistance of some of the boys and two lady teachers who had become interested in the work, we turned things over in that lumber room and made two long tables that reached nearly the entire length of the room. Then we went to the river with skiff, boxes, and buckets, and secured several bushels of sand, which was placed on the tables. Then we sent to Columbus, Ohio, and purchased one hundred pounds of clay; that was placed in stone jars and kept damp. Now we were ready for work. Of course the "opposition" had to be managed carefully, and whenever a good mother sent word that "John and Mary should not do that dirty work," they were excused. This did not last long, for John and Mary soon caught the fever of work, and the order was countermanded. We began with the subject of "hills" and worked after the plan suggested in Parker's "How to Study Geography." It being a hilly country it was not much trouble to get a start. The order was forms of summits or top, base, foot, and bottom; slopes; then followed talks as to causes, uses, materials of which made; then chains, ridges, passes, terraces, and scores of other things that cannot be mentioned in this paper. Mountains were studied in the same manner, and when the volcano was reached, a miniature one was made, with some common table sugar and chlorate of potash in the bottom of the mountain (one tablespoon full of the former, to two of the latter). A small glass tube reached from the top to the bottom through which some sulphuric acid was poured. Much of the text-book matter was discarded and written examinations for promotions went with the discarded parts of the book. Lakes, rivers, islands, gulfs, straits, peninsulas, and isthmuses were all taught objectively on these tables.

There were no dead recitations. Children who had been considered drones became good workers. The same thing occurred with the clay work. Boys who had heretofore been called dunces, suddenly surprised their teachers. One boy who had been in school four or five years and could neither read, write, spell, nor compute with any degree of intelligence could in a few weeks shape very difficult articles from clay. A new field was opened to him. The first work in this line was the sphere, cube, cylinder, cone, pyramid, etc., etc.; then apples and fruits of various kinds; from this to kitchen utensils and as the auctioneer puts it, "other things too numerous to mention." Some very hard work was done by the teachers for which they received no remuneration in the way of cash; but the results were such that no one of the teachers engaged in it will ever for a moment grudge the time and labor. For my own part I was fully convinced of some things that I had believed for years, viz., that much of our time spent in learning meaningless definitions in geography was wasted. We did more work in this way than we could have done in twice the time from a text-book; that principals and superintendents should not be tied by school boards. Employ a man in whom you have confidence, expect results, and let him use his own plans to obtain them. When he fails to do the work dismiss him and employ some one who will do it. I cannot close without urging teachers to cut loose from the old text-book plan of teaching geography and to employ some natural method. I have only touched this subject as I developed it, hoping to inspire some one else to go and do likewise. Any teacher or principal who has the subject to teach, who will buy one of Colonel Parker's books on the subject and will catch the spirit, is bound to succeed.

Cheviot, O.

M. F. ANDREW.

To the Editors of THE JOURNAL.—W. D. H., from New Jersey, in a late issue of THE SCHOOL JOURNAL takes correspondents and others to task for using "had rather" and "had better." Is he quite sure that these are mistakes? Quite a number of New England grammarians and scholars hold that these forms are correct, arguing they are originally from "I hold rather," etc. Mr. H. H. Ballard, of Lenox, Mass., is firmly of this opinion. At any rate the use of these expressions has the sanction of some distinguished names: Shakespeare—"I had rather be a dog and bay the moon," etc.; St. Paul in New Testament—"I had rather speak five words," etc.; John Burroughs in "Birds and Bees" uses "had rather" a number of times. We find these expressions in the productions of the best writers on the American continent. Almost any number of a current periodical

or magazine will give evidence of this. They can be construed or parsed. Suppose, however, they cannot; they may be properly classed among that large collection of idiomatic expressions peculiar to our language. Yours, etc. "BROOKS, OF SHEFFIELD."
Macon, Ga.

I have a little matter of the theory and practice of school discipline with regard to which I would be greatly obliged, if you would favor me with your opinion.

(1.) In a nutshell, would you take a pupil out of his grade, when he is qualified to remain, and place him in the next lower grade as a punishment for a misdemeanor? (2.) If a boy is sent to a principal for a misdemeanor, is it a good plan, in your opinion, for the principal to place him in the next lower grade, and keep him there permanently? (3.) If you did not send him there permanently, would you place him there for, say, two weeks, or longer, depending upon his behavior, to do the work of a grade which he has already accomplished, thereby endangering his chances of promotion when returned to his proper grade? 4. Can you refer me to some acknowledged educational authority on these points? N. J.

(1.) Never. (2) and (3.) Assuredly not; it would be an act of tyranny, simply. (4.) James Currie says, in his "Common-School Education," "The first requisite to their (punishments) proper use is that they be kept in this place of strict subordination to the higher motives." But it does need a Solomon to properly decide these questions. Sending the pupil to a lower grade would plant the seeds of discontent and future failures. Along with his mortification, would come the feeling that he was unjustly dealt with. After the first day, the work he did in the lower grade would be without the motive of intellectual progress; his good behavior would have no association with effort. It is not uncommon for a principal of primary department to say to the teacher into whose room she sends pupils for promotion: "Now I think these children all know how to behave, but if any of them don't, just send them back into their old classes." But common as it is, it is nevertheless wrong. Shall the sophomore be sent down into the freshman class? If so, where shall the freshman go? No, no; right is right, even in the school-room. The practice is only defensible on the ground of its handiness. Some years ago some one proposed to the president of Yale college to allow only the well-behaved young men to graduate; he replied that before he would do that, he would put dynamite under the walls and blow them down. In other words, a pupil who has gained a certain intellectual standing is entitled to it, and no one has a right to take it away. Because Byron was immoral, people do not grade him as a third rate poet.

(1.) What is the population of North America at present? (2.) What did Oklahoma cost the U. S.? J. B. S.
Ky.

(1) According to Wagner's "Die Bevölkerung der Erde," the population of North America is as follows:

| | | | | |
|--------------------------|---|---|---|------------|
| British possessions, | - | - | - | 5,273,200 |
| French possessions, | - | - | - | 5,983 |
| United States, | - | - | - | 62,981,000 |
| Mexico, | - | - | - | 11,395,712 |
| Central American States, | - | - | - | 3,231,400 |
| West Indies, | - | - | - | 5,482,800 |
| Total, | - | - | - | 88,370,095 |

This estimate does not differ materially from Ravenstein's, and is probably not far from one per cent. of the actual number. With respect to density, the French possessions, with 64 inhabitants to the square mile stand first. The West Indies rank next with 56; the United States with 18; and Mexico and the Central American States each with 15 per square mile, follow in order.

(2.) It is impossible to answer this question for want of data. The public land strip commonly called "No Man's Land," was purchased from Mexico. The Cherokee outlet was acquired in the same manner, and in addition the government paid about fifteen cents an acre for the extinguishment of the Indian claims to this and certain other parts.

Will you please tell us where Ryswick is? It is the place where the treaty ending King William's war was signed, but we have been unable to find it. S. V. S.
Colo.

Rather singularly the places made historic by the treaties which interrupted the war commonly called in American history the "French and Indian wars," are rarely to be found on the maps of any text-books. Ryswick is a small village in the Netherlands between Delft and The Hague. Utrecht, a much larger place, is a few miles south of the Zuyder Zee. Aix la Chapelle, now a flourishing town just across the Belgian border, in Germany, was an old Celtic stronghold.

That Scrofulous taint which has been in your blood for years, may be thoroughly expelled by giving Hood's Sarsaparilla a fair trial. It really is a wonderful blood purifier and spring medicine.

Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 50c. a year.

News Summary.

MAY 1.—Large but orderly demonstrations by workmen in Europe.—The Chicago police took a number of red flags from an anarchist procession.

MAY 2.—A proposition to have Canada represented on the British ministry staff at Washington.—Locusts ravaging sections of country in South Africa.—Baron Fava, the Italian minister, starts for Washington.

MAY 3.—Great damage from a wind storm in Kansas and Oklahoma.—Brazil taking active steps to put down the rebellion in Matto Grosso.

MAY 4.—Plans for New York's building at the Columbian exhibition accepted.

MAY 5.—The birthday of the crown prince of Germany observed by conferring on him a lieutenancy.

THE MAGNETIC POLE.

Col. W. H. Gilder, who was with Lieut. Schwatka on his polar expedition, proposes to go to King William's Land in search of the magnetic pole. The country through which the expedition will pass is fairly well peopled and well supplied with game. He looks forward to the time when a station will be established at the magnetic pole and communication opened with the rest of the world. One thing to be established is whether the so-called pole is fixed or moving.

NUMBERING COUNTRY HOUSES.

Every one knows how difficult it is to direct a stranger to any particular house in the country because the roads are not usually named and the houses are unnumbered. A system of numbering country houses has not only been devised but it has actually been carried into practice in Contra Costa county, California.

The roads are first named; not a different one for every town that is passed, but in as long lengths as practicable. Half a dozen different names might be given to the highway for instance, but a single one is much better. In selecting names for roads the name of either terminus is not chosen, because while going towards a town a road bearing the name of the town might be appropriate, but when going in the opposite direction it would not be so. The names should be selected from some landscape feature, some historical association, Indian names, historical characters, etc.

The roads, and numbers upon them, commence at the county seat or at the end nearest to it. They are measured and blocked off, ten imaginary blocks to the mile. These blocks have only frontage; not depth nor thickness. This makes the length of each block 528 feet, 176 yards, 32 rods, or 8 chains. Two numbers are assigned to each block; the odd ones on the left and the even ones upon the right. It makes no difference whether the block has an entrance upon it or not, the number is assigned just the same, and it is always available should a building be erected. Each house has the number of the block upon which the entrance is located. The second and all succeeding houses have the same number but followed by a distinguishing letter, 426, 426a, 426b, etc.

In case free rural postal delivery (which is talked of) is adopted such a system of numbering will be very useful, and will probably be adopted by many other counties.

THE PENALTY FOR HUNTING SEALS.

The instruction to the naval and revenue marine vessels differ from those of last year in three important points: First, any vessel found sealing in Bering sea is to be seized whether or not she has been previously served with notice. Second, the mere presence of a vessel in Bering sea having on board a sealing outfit is cause for seizure. Third, all persons on board the vessels seized are to be sent as prisoners with the vessel, to suffer the penalty of the law. Under both the British and the American law the penalty of disobedience is fine and imprisonment.

AN AFRICAN EXPEDITION.

William Astor Chanler, a young American who made a trip through Masailand, around Mount Kilima-Njara, about three years ago, will soon lead an expedition from England to an unexplored part of Africa. Mr. Chanler will leave Lamu, on the east coast, in the territory of the British East Africa Company, about the middle of June. His caravan will muster 200 rifles. George Galwin, Mr. Chanler's servant, who accompanied him on his expedition to Masailand, will be the only other white man. The objects of the expedition are scientific and a very complete set of instruments and cases for the preservation of botanical and entomological specimens will be carried.

After leaving Lamu the expedition will proceed up the Tana river to Mount Kenia. Some weeks will here be spent in exploration and in attempting an ascent. From Kenia the expedition will go north, traversing the territory east of Rudolph lake, a tract of country of which nothing is known, except that it is inhabited by warlike Nilotic tribes. This country has been the objective point of many expeditions that failed to reach it.

Mr. Chanler will have to encounter the Galla and Somals, among the fiercest natives of the continent. He believes that if he approaches their country from this direction he will encounter less opposition than if he approached from the coast. He is also of the opinion that the sight of his 200 rifles will incline the hearts of the most warlike Somals to the gentle ways of peace.

Geographical Notes, etc.

PHENOMENON AT THE AMAZON'S MOUTH.—One of the marvelous occurrences in nature is sometimes witnessed at the mouth of the Amazon river. Towards the ocean a white line or column seems to rise out of the water and increase in size as it approaches the land. At first its movement is so slight that it is comparatively noiseless, but as it draws nearer a rumbling sound is heard. This soon develops into a mighty roar, similar to that which is heard at Niagara Falls. It seems to gather momentum with each foot of its progress so that its velocity is something awful to behold. There is nothing strong enough to resist its overwhelming power. Everything in its path succumbs to its ravages. The trees on the banks are torn up by their roots and hurled about indiscriminately. Huge boulders are rolled hither and thither like so many marbles. Islands are wiped out of existence in a moment and almost as suddenly formed in some new locality. Everything

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The explanation offered for this remarkable disturbance is, that when the incoming tide leaves the deep sea and strikes the shoals that lie just beyond the mouth of the Amazon, the resistance they make throws the water up into an immense column, which is carried shoreward by the movement of the tide.

SOUTH AUSTRALIA.—South Australia furnishes perhaps as glaring a case as can be found of geographical misnomer. Originally the name South Australia stood for what would naturally mean a colony in the southern part of Australia. But now Middle or Central Australia would be a more appropriate name for it, as it embraces a strip of territory running through the island-continent from north to south. How this came about and other facts relating to the colony may be briefly stated as follows: By royal patent dated July 6, 1863, South Australia was made to absorb the two colonies Alexandra Land and Northern Territory, lying north of it. It is now bounded north and south by the ocean. It has an area of 903,690 square miles. In April, 1891, its population was estimated 315,048 persons, exclusive of the aborigines. The climate is exceedingly dry. It was first colonized in 1836. In 1856 the present form of government was adopted. It produces potatoes, breadstuffs, flax, hops, oats, wool, copper, etc. It is one of the most important and promising colonies on the continent.

MOUNTAINS OF THE MOON.—A few years ago the location of these mountains was continually shifted by the geographers, for the simple reason that the interior of Africa had not been explored and the attempt to locate them was mostly guesswork. Stanley was the first to explore the Mountains of the Moon. They lie between the Albert Edward Nyanza and the Victoria Nyanza. On his first march to the Albert Nyanza Stanley saw the peaks of this mountain range in the distance. To some of them of peculiar conformation he gave names, calling them Mount Gordon Bennett, Mount Edwin Arnold, and Mount Lawson. He prefers, however, to keep the native name for the loftiest peak of all, Mount Ruwenzori, which means the "Cloud King." In June, 1889, the expedition having marched southward through the valley of one of its tributaries, the Awamba, advanced to the very foot of the mighty mountains. His second in command, Lieutenant Stairs, attempted an ascent of the Ruwenzori, and actually reached a height of 10,678 feet above the level of the sea. A peculiarity to be observed in this range is the intense depth of the ravines or gullies between the spurs of the hills. Though the streams start from almost the summit, still they have very little fall, comparatively, as their channels appear to be cut right into the heart of the mountains. In some places the ravines down which these streams flow are quite 6,000 or 7,000 feet deep.

INDIAN BASKET MAKERS.—The Tarratines, or Penobscot Indians, who live on an island in the river a dozen miles above Bangor, are the most ingenious of all basket makers, and no chemist has produced brighter colors than those with which the children of the forest adorn their wares. The baskets are made of thin strips of ash and maple, the latter for rims and handles, and much of the work is interwoven with fragrant sweet grass from the salt marshes along the coast. Alder is steeped for pale red dye, white birch bark for bright red, cedar boughs for green, sumac for yellow, white maple bark for black. A light solution of maple yields purple instead of black.

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Attractive as the narrative of colonies, battles, and migrations in North America is, it has another history, extending back through measureless ages, that is in many respects far more interesting. In studying geology we are likely to be appalled at the formidable scientific names. In *The Story of Our Continent*, by Prof. N. S. Shaler, this grand subject has been treated in such a simple yet effective way that the book may be used as a school reader. The study of the continents with their islands, rivers, lakes, mountains, valleys, and caves may be made very fascinating to the child, but it may be made doubly so if he is led to see how they came to have their present shape. It takes the trained artist to make an effective outline portrait, and it takes a man thoroughly saturated with the subject, like Prof. Shaler, to present the main points of a science for the young reader. The author shows how climate affects plants and how animals are dependent upon plants for their existence. Then he traces the growth of our continent, going back to the time when the Mississippi valley was an immense sea joining the Gulf of Mexico with Hudson bay. Next there is a very interesting comparison of the continent, as to climate, prairies, rainfall, canons, etc., with other continents. There is a chapter on the American Indians, treating of their mode of life and character, and of their effect on the whites, and after that a consideration of the effect of the form of North America on the European and of the commercial condition of North America. The book is unique in its delightful blending of geology, geography, history, and other sciences. It will be very popular as a supplementary reader in school. (Ginn & Co., Boston. 85 cents.)

Physical Education by R. Anna Morris, supervisor of physical culture in Des Moines, Iowa, is one more addition to the literature of physical culture. So greatly has the interest in this branch of education increased in the last few years, that books of explicit directions are demanded by untrained teachers, on whom the school-room work in this department must mainly depend. Miss Morris' book is based upon the assured success of four years' experience of this work, with children in the school-room. The plan is clearly outlined, and abundantly illustrated, and can be made of immediate practical value by any teacher who is willing to work for desired results. The author of this book designates the system of her work, as "Eclectic based upon the Delsartean principles of freedom, strength, and expression." This system therefore takes a higher place than any outlined plan in physical exercises, that looks only to facility in mechanical practice and striking effects. The design of this system is, first, to arouse in the mind a necessity for the culture of the body, which is then gradually prepared by prescribed exercises to do service in the expression of the mind and soul. Morals and manners, with this higher object in view, become a natural part of this work in physical training, and the culture of the whole being of the child is thus promoted through the recognition of the relation between the mental and physical, which is apparent throughout this entire book. The success of this book in the school-room will depend greatly upon the thoughtfulness and culture of the teacher, and the spirit with which the work is attempted. It is handsomely printed, bound in cloth of two colors, green and brown, with figures and lettering in gilt. The pages are 8 x 5½ inches. (American Book Co., New York, Cincinnati, and Chicago. \$1.00.)

Davis' mathematical text-books have for many years held a deservedly high place in the schools. This is especially the case with the *New Elementary Algebra*, a revision of which has been pre-

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Nothing is more fascinating, and at the same time more useful to the average boy or girl, than to read how the great industries of the world are carried on. The Information Readers have therefore become very popular. The wonder is that the idea they represent has not been put in practice before. We remember learning from our geography that lead was produced in such a country, gold in another, silver in another, and so on. It was a dry record of facts not calculated to interest the child and was easily forgotten. The Information Readers, however, give vivid descriptions of the operations by which these and other substances are obtained, so worded as to arouse the curiosity and stimulate the imagination. *Information Reader, No. 3*, by William G. Parker, M. E., contains a large amount of well chosen material, and arranged with judgment, while the language is such as is easily understood by the child. We can easily picture a youth ensconced in a secure retreat and devouring this little book from

cover to cover. The first chapters tell about coal mining and the various products of coal. Then we have chapters on iron working and the various common objects that are made from this metal. Further on we are told about the three great ages, strange tree-products, gold, silver, lead, quicksilver, aluminium, etc. The book is handsomely bound, clearly printed, and contains numerous illustrations. (Boston School Supply Company, 15 Bromfield street, Boston. 60 cents.)

A Treatise on Plane and Spherical Trigonometry, by E. Miller, A. M., professor of astronomy in the University of Kansas was intended primarily for use in that institution. In preparing the volume the author consulted most of the late writers on the subject. The matter and the method of presentation are designed to enable the student to become thoroughly acquainted with the principles and applications of trigonometry. The theory of the science is based on the analytic method, and every practical formula is illustrated by examples of numerical computation. After a brief but comprehensive introduction, there are chapters on the trigonometric functions, triangles, and polygons; formulæ for the sum or difference of two angles or arcs; angles, oblique triangles, and circles; solution of oblique triangles; spherical triangles; solution of spherical right triangles; solution of spherical oblique triangles; area of spherical triangles; applications of spherical trigonometry; miscellaneous examples, and trigonometric tables. The noticeable points about the book are the simple and practical way in which the topics are treated. (Leach, Shewell, and Sanborn, Boston and New York. \$1.15.)

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